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ABSTRACT

This document traces the activities and timelines that led to two Deans' Forums on integrating technology into preservice teacher education programs. These forums were organized by the Northwest Educational Technology Consortium, which is comprised of state education agencies in Alaska, Idaho, Montana, Oregon, Washington, and Wyoming, as well as related agencies such as the Northwest Regional Laboratory. The process moved from the creation of a planning council to the establishment of an Internet site to the convening of the two forums, the first of which was titled "Integrating Technology into Preservice Teacher Education," and the second, "The Federal Role and the Assessment of Educational Technology in Preservice Teacher Education." Building on these events, the document sets out several proposed research projects to identify teams of faculty experts, to increase collaboration between higher education and elementary schools on the issue of technology, and to examine the preservice teacher education curriculum. Appendixes include a chart of timelines, activities, and outcomes; a Forum invitation letter; a preregistration survey form, agendas for the two forums, keynote speaker information, and an evaluation form for the second forum. (CH)

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ED 406 942

Northwest Educational Technology Consortium

Program Report

A Planning Process for Creating Collaboration Among Deans

Dr. Mary Queitzsch

HE 030 118

January 1997

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Office of Educational Research and Improvement
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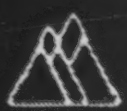

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INTRODUCTION

Of those who should be on the information superhighway, faculty and students in colleges of education are among the most important.
(Hill & Somers, 1996)

In the fall of 1995, the Northwest Educational Technology Consortium (NETC) was funded by the U.S. Department of Education, Office of Educational Research and Improvement. A small portion of the funds was allotted to support teacher preservice education. The northwest region currently has 54 four-year colleges or schools of education (COEs), both public and private: 5 in Alaska, 7 in Idaho, 7 in Montana, 15 in Oregon, 19 in Washington and 1 in Wyoming.

During the NETC Proposal planning stage, a set of outcomes was developed from the input of the three Northwest Deans of Education who were members of the NWREL Board, and from the lessons learned from innovative COEs as described in the Office of Technology Assessment (OTA) report *Teaching and Technology: Making the Connections.* The outcomes included the knowledge that NETC will be a politically neutral organization and able to facilitate approaches and organize regional meetings that would be more difficult for a single COE or state higher education organization to attempt. In order to meet the needs of COEs, NETC proposed the following outcomes:

- Reconceptualize the role of technology in preservice education.
- Form partnerships and encourage collaboration between interested stakeholders.
- Understand the impact of new technologies in preservice education.

The following narrative describes how the plans for the Preservice Education component of the NETC grant unfolded. Appendix A lists the NETC Preservice Teacher Education timeline, activities and outcomes.

THE STRATEGY

In December 1995, NETC convened the three deans who had helped with the proposal and asked:

- How to best accomplish the three goals (listed above)
- How do we do this with limited funding?

Their unanimous response was - *Let us (Deans) get together and talk! We seldom have the opportunity to get together and talk about a specific issue. We are either lectured to or the agendas are too broad, so we send a substitute. The issue of integrating technology into teacher preservice education is too important to ignore.*

The three deans suggested for the first year of funding that NETC establish a planning council, hold a conference of deans (Deans Forum), contact state educational technology experts, and hold a regional conference of Deans, faculty and state educational technology experts.

Planning Council Established

In early spring, NETC established the planning council: Dean Allen Glenn, University of Washington, Dean Robert Everhart, Portland State University, Dean Dale Gentry, University of Idaho, Dean Dan King, University of Wyoming, and Dean Don Robson, University of Montana, Missoula.

Deans Forum I

The planning council Deans convened via conference calls and e-mail as to how to accomplish a meeting of deans. The planning council chose to have a Deans Forum focused on *Integrating Technology into Teacher Preservice Education.* The forum was hosted in April by Portland State University and the participants paid their own travel. Hotel, per diem, forum material costs, and all of the Planning Councils' expenses were covered by NETC. The forum was held as a post conference activity to the Northwest Council for Computer Education (NCCE) conference. NETC paid for the Deans' conference registration. The NCCE conference focus was on innovative use of educational technology in the K-12 classrooms. Attendance was encouraged to provide a link between K-12 and preservice teacher education.

The atmosphere and dress for the Deans Forum was casual, and substitutes were discouraged. The environment thus enabled Deans to speak freely among their peers about sensitive issues. The invitation letter (Appendix B) asked the Deans to come prepared to discuss the issue of technology. In order to prepare them, a survey (Appendix C) and papers written by Dr. Christopher Dede were sent.

The survey provided a snapshot of what was happening at each COE, how technology was used in the preservice teacher education program. The results were provided to the Deans prior to the forum and enabled the Deans to quickly connect with other Deans experiencing the same problems or issues. An added benefit of the results was that time was saved at the forum. The Deans did not have to give an in-depth oral report of the role of technology in their program.

The agenda (Appendix D) covered a Friday dinner/social and an all day forum on Saturday. The evening dinner provided time for the Deans to meet. An overview of NWREL and NETC was presented. Dr. Chris Dede, a futurist in the field of Educational Technology was the Saturday morning keynote speaker (Appendix E). Chris Dede is a Full Professor at George Mason University in Fairfax, Virginia, where he has a joint appointment in the Schools of Information Technology & Engineering and of Education He currently is working with the U.S. Advisory Council on the National Information Infrastructure, helping them think about their education recommendations. During the afternoon, representatives from the Intel Foundation, the Murdock Charitable Trust and the Meyer Memorial Trust spoke and interacted with the deans. These specific foundations were invited based on their funding higher education in the Northwest. Time was allotted for small discussion groups with the foundation representatives after the keynote.

The two NETC representatives managed the meeting, yet it was the Planning Council's responsibility to facilitate the discussions. Each of the Planning Council Members had a visible and audible role in the forum.

There was a total of 28 attendees: 15 deans of Colleges of Education, 5 university representatives, 2 Washington State Department of Education representatives, 3 Foundation representatives, 2 NETC representatives and 1 Keynote speaker. All six states in the region were represented (Alaska, Idaho, Montana, Oregon, Washington and Wyoming).

The major outcomes of the meeting included excitement to continue the discussion, initiate a listserv, and have a second forum in the immediate future.

Deans Forum Listserv

From the request of the first deans forum, a private listserv was established for the deans in May. It has since served as an important link for communication. Of the 54 deans, only three do not have Internet connectivity. For these special cases, fax and phone are used.

Only topics concerning integrating technology into teacher preservice education are posted. The Listserv is housed and moderated at NWREL.

Planning Council Advises

The evaluation (Appendix F) of Deans Forum I was sent to the Planning Council. They agreed that the next step was to have a second Deans Forum that was more focused on one or two issues. With the enthusiasm high, it was suggested to have the forum prior to the fall semester.

Dean Carol Merz of the University of Puget Sound was added to the planning council to represent small, private colleges.

Deans Forum II

The second forum was held at the Puget Sound Education Service District in Burien, Washington, August 1996. Again, participants paid their travel. NETC covered hotel, per diem, forum materials, and all of the Planning Council's expenses.

Dr. Linda Roberts, director of the Office of Educational Technology, U.S. Department of Education, was the keynote speaker (Appendix E). The forum was identical in atmosphere to the first, providing time for discussion and comments. The second forum had a double focus of assessment and technology planning. Much of the discussion revolved around policy and call for action. (Agenda - Appendix D)

In order to prepare the Deans for the forum, a copy of Linda Robert's proposed keynote address was posted on the listserv prior to the forum. Dialogue was initiated and moderated among the Deans by the Planning Council.

Thirty-four people attended: 25 deans of colleges of education, 2 university representatives, 3 Washington State Department of Education representatives, 3 Northwest Regional Educational Laboratory/Northwest Educational Technology Consortium representatives and Linda Roberts. Five of the six states in the region were represented, Alaska, Idaho, Montana, Oregon, and Washington. Wyoming only has one college of education and the dean was not able to attend due to a previous commitment.

Two of the NETC representatives managed the meeting, yet it was the Planning Council's responsibility to facilitate the discussions. Each of the Planning Council Members had a visible and audible role in the forum by planning and conducting the seminars. They introduced the keynote speaker, guests and other planning council members. They took responsibility for the meeting room arrangements, acknowledged those involved, and were the center points for discussions and questions. This decision may have helped build a more collegial environment and ensure participation by deans.

The major outcomes of the meeting included the desire to collaborate across university and state lines along many veins of interest, initiate research in the area of technology and teacher education, continue the survey of schools of education, and actively seek outside funding.

FUTURE ACTIVITIES

The second deans forum set the stage for research. It was agreed that action was needed. With the council's advice and the deans input via the listserv, we plan to submit varying proposals to funding agencies for research and professional development activities for teacher education faculty. In the farther future, the deans would like a large conference for faculty concerning integrating technology into their instruction. As NETC and the deans plan, the following issues are key:

- What next concrete activity can we design to sustain interest?
- How best to insure that it is specific enough to lead to something real but at the same time broad enough to engage a diversity of institutions in the effort.
- Where do we continue to get the leverage dollars to keep the group going?
- Who might be the next set of folks we to talk with (K-12, community colleges, and /or private businesses)?

Some specific research projects have been suggested and are to be acted upon in the future:

1. Identifying teams of 'faculty experts', faculty who are successfully integrating technology into the preservice curriculum. The teams would travel to other colleges and schools of education to deliver workshops or help develop technology plans.

2. Increase the amount of collaboration between higher education and K-12 on the issue of technology.

3. Examine the preservice teacher education curriculum. Through this evaluation, determines ways to better use the faculty and students' time to meet the needs of the 21st century classroom.

4. Finalize survey results in an executive summary format to disseminate.

5. Construct a webpage for COEs.

CONCLUSION

During the first year of operation, 93 percent of the Northwest Deans of Education have been actively involved with the project via the listserv, the survey and/or participation in the forums. A high level of trust has been achieved through these activities. We are in the process of collaboratively writing proposals to outside funding agencies.

Lessons learned revolve around leadership, environment/atmosphere created for the forums, logistics of the forums, importance of keynote speakers and open communication.

Leadership was provided by the Planning Council. Not only did the Planning Council Deans represent their school in discussions, but also the entire region's schools and colleges of education, both public and private. Their concern was how to work together and how to get 100 percent participation. Each of the Planning Council members is seen as a leader at their university and in their state. Turf battles were put aside. The Northwest Deans felt at ease to contact the council members and voice concerns, questions and comments. The Council in turn felt at ease in contacting NETC and focusing the forums on immediate and future concerns of the Colleges of Education. NETC, in turn, does not hesitate to ask the Council for advice and assistance.

The environment/atmosphere set the tone for the forum. It was relaxed, plenty of non-elaborate food was provided and it was hosted by an institution. Having the meetings at local education facilities allowed the deans to see what was happening on another campus. It was also a way to save funds for other activities. The sites were chosen based on close proximity to airports and in different states.

Logistics of the forum were handled by NETC (all arrangements for hotels and meals). The Deans provided their own transportation to and from the forum. All activities and materials were coordinated through NETC. This simplified and centralized the paperwork. The agenda was organized by the Planning Council and each of the discussion groups was facilitated by a council member.

The keynote speakers were extremely important to the success of the forums. Chris Dede was seen as a 'framer'. He put educational technology into focus and stretched it into the future. Linda Roberts brought a more down-to-earth approach of what was happening at the federal level and what the deans could and should do. Both speakers stayed for the entire forum and participated in the small group discussions. At the end of the day, they added their comments and helped synthesize the day's activities. Having the foundation representatives at the first forum was a major draw for many of the deans. It was presented to both deans and foundation representatives that this was a time for discussion, not a time to badger for money.

Overall, one of the major points of this project has been the limited amount of funding. The deans believe that this is an important issue and needs their attention and support. They have proved the importance of these forums by funding their travel to the forums, communicating through the listserv and assisting with proposal writing. The communication has been a major key to the success. Each of the planning council members is a respected dean in the region. They are easy to approach and are helpful in finding ways to make the forum work. NETC has a toll-free number and Internet accessibility. Even with tight funding, communication is readily accessible.

In summary, the key points for success for those who want to have form a cohesive and collaborative group of deans include:

- Select a topic that deans find worth their time
- Make sure that deans play an active role in deciding and conducting the events
- Utilize technology as much as possible to facilitate communication and to help in pre-conference knowledge building
- Identify key speakers, have them address specific topics; remain for the day to insure interaction between them and participants
- Create a series of "do-able" projects that will result in visible products in order to sustain deans interests and participation
- Keep meetings informal with ample time for discussion of key issues

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Technology Assessment Board of the 103rd Congress. (1995*). Teachers & technology: making the connection*. (OPTA-HER-616). Washington DC: Congress of the United States, Office of Technology Assessment. Online: (http://bsuweb.bemidji.msus.edu/~govdocs/e-docs/ota/teacher_tech/toc.html)

Appendix A

Timeline, Activities and Outcomes

Date	Activity	Outcome
Fall 1995	NETC funded	
Winter 1995	Meeting with the 3 Deans who helped write the proposal	Suggestion to establish a Planning Council, host a forum of Deans, contact state educational technology experts and host a regional Deans and faculty ed tech conference
Winter 1996	Establish Planning Council	5 Deans representing, WA, OR, ID, WY, and MT
Spring 1996	Planning Council Conference Calls	The idea to host a Deans Forum at PSU as a post conference activity to NCCE – focus on technology in K-12 schools
Spring 1996	Survey	Information from COEs concerning the integration of technology into their preservice teacher education program
Spring 1996	Deans Forum I - *Integrating Technology into Preservice Teacher Education*	37 percent of the Deans attended. There was unanimous agreement to have another forum in the immediate future and form a listserv.
Spring 1996	Listserv Established	All but 3 Deans were connected by the listserv and moderated by NETC. Those not connected were kept informed by fax.
Summer 1996	Planning Council Conference Calls	Addition of a member to represent small, private schools of education. Date and topic set for next Deans Forum.
Summer 1996	Survey Follow-up	A second survey was mailed to non-respondents
Fall 1996	Deans Forum II - *The Federal Role and the Assessment of Educational Technology in Preservice Teacher Education*	50 percent of the Deans attended. The outcome was to pursue research and outside funding for future activities.
Fall 1996	Survey Summary	An executive summary of the survey was made available on the NETC homepage and in hardcopy.
Fall 1996	• Looking for funding opportunities • Developing a research agenda • Planning Council - next meeting	in process

Appendix B

Invitation Letter

February 27, 1996

«SAL»«FNAME»«LNAME»
«TITLE»
«DEPARTMENT»
«COLLEGEUNIV»
«CITY», «STATE1» «ZIP»

Dear «SAL»«LNAME»:

On behalf of the Northwest Educational Technology Consortium (NETC), you are invited to participate in a Deans' Forum focusing on integrating technology into preservice teacher education programs. This invitation is being extended only to Deans of Colleges and Schools of Education in public and private four-year institutions in six northwest states. The purpose of the NETC Forum is to provide a relaxed atmosphere for the deans to discuss with peers the issue of technology as an integral part of preservice teacher education programs. This forum was conceived for NETC by deans from the University of Idaho, University of Montana, Portland State University, and the University of Washington. The Forum will be held Friday evening and Saturday, April 26-27, 1996 at the Red Lion Hotel--Lloyd Center, in Portland, Oregon.

NETC is a consortium of the state education agencies of Alaska, Idaho, Montana, Oregon, Washington, Wyoming, ESD101 in Spokane, and the Northwest Regional Educational Laboratory, which is the lead agency. It is funded under the regional technology consortium program of the U.S. Department of Education, and is described more fully in an enclosure. A particular area of emphasis in the project is the integration of technology in preservice education.

The schedule of activities for the NETC Forum is enclosed. In brief, we will have a dinner Friday evening with a keynote speaker who will focus on linking preservice teacher education and K-12 issues in technology. The Saturday sessions will be conducted on the campus of the Portland State University, hosted by Dean Robert Everhart. A panel of teachers noted for exemplary K-12 technology programs will actively participate in presentations and discussion groups.

Enclosed is a brief questionnaire that serves two purposes. 1) to provide a 'snapshot' of what is happening in your preservice teacher education program. These snapshots will assist you in identifying colleges with programs of interest and will eliminate the need for each dean to give a recitation of their program during the forum; and 2) to provide a summary of common topics and issues. The snapshots and summary will be sent to you prior to the forum. Your response to this questionnaire is appreciated whether or not you can attend the forum.

The Dean's committee decided to hold the NETC Forum immediately following the Northwest Council for Computers in Education (NCCE) conference, April 25-26 in Portland, Oregon. The NCCE conference is designed to support and promote the use of technology in K-12 education, and draws over 2000 teachers and administrators from the northwest states. The topics presented at the NCCE meeting will provide a convenient opportunity to gain important information from teachers about the state of the art in the use of instructional technology, and should provide a background 'reality check' for the Deans in considering the following questions:

- *What is happening with technology in schools that either **reinforces** or **challenges** what we are doing in our preservice teacher education program?*

- *What did I see or hear that **opens an awareness to a need** that has not been previously recognized?*

NETC will support your participation in this forum by providing NCCE Conference registration, hotel accommodations for Thursday and/or Friday nights, dinner on Friday, and lunch on Saturday. You will find enclosures concerning these logistics. Should you have any questions pertaining to the arrangements, please call Debbie Miller (503) 275-9485. For questions regarding the NCCE Conference or the NETC Forum, please call Mary Queitzsch at (503) 275-9561.

Sincerely,

Don Holznagel
Director
Northwest Educational
Technology Consortium

Seymour Hanfling
Coordinator
Northwest Educational
Technology Consortium

Mary Queitzsch
Associate
Northwest Educational
Technology Consortium

Enclosures

DCH/SH/MLQ/dm

Appendix C

Survey of Preservice Education

Integrating Technology into Preservice Teacher Education
February 27, 1996

Tomorrow's teachers must be able to use multimedia technologies in their classrooms. This survey is designed to gather some preliminary information about the role of technology in your preservice teacher education program.

If you prefer to answer the survey via email, please contact queitzsm@nwrel.org and a survey can be sent by email.

Technology and the Preservice Teacher Education Program

1. Briefly describe how students in the preservice teacher education program are prepared to use educational technology. Please note both curriculum, laboratory, and school-based activities if appropriate.

2. In your opinion, how well is technology integrated into all preservice teacher education classes?

   _____ _____ _____
   very well poorly not addressed

3. In each of the areas identified below, what are the major challenges you face in preparing preservice teachers to integrate technology into instruction?

   a. preservice curriculum

   b. hardware/technology

   c. college faculty

   d. school placement sites

   e. Other

4. Have you received special funding from the state legislature, college administration, or other sources to support your technology efforts? If so, please describe.

5. As you look to the future, what specific goals do you have related to the role of technology in the preservice teacher education program?

Institutional Information

Please provide the following information about your institution.

1. How many students are enrolled in your preservice teacher education programs?
   _____ elementary
   _____ secondary

2. What is the availability of technology in your preservice teacher education program?

   * Faculty

Do faculty have individual PC workstations?	❑ Yes	❑ No
Are faculty workstations linked to the Internet?	❑ Yes	❑ No

   * Students

Do students have access to a computer lab in your building?	❑ Yes	❑ No
Do students have email accounts?	❑ Yes	❑ No

   * Hardware & Support

The dominant hardware, operating system used	❑ Mac	❑ DOS
Do you have satellite *downlink* capabilities in your building?	❑ Yes	❑ No
Do you have satellite *uplink* capabilities in your building?	❑ Yes	❑ No
Is technology support staff provided?	❑ Yes	❑ No

   * Institutional

Is there a line item in your budget for technology?	❑ Yes	❑ No
Is there an institutional technology plan for the entire campus?	❑ Yes	❑ No
Is there a faculty inservice training in technological applications available for all faculty?	❑ Yes	❑ No

Other

Please list suggestions for other topics of interest to you concerning Integrating Technology into Preservice Teacher Education.

Thank you for your time. Please return this questionnaire in the enclosed self addressed return envelope by March 20. Results will be sent prior to the Dean's Forum. Please note corrections to your mailing address.

«SAL»«FNAME»«LNAME»
«TITLE»
«DEPARTMENT»
«COLLEGEUNIV»
«CITY», «STATE1» «ZIP»
«PHONE_»

Appendix D

Agendas - Deans Forum I & II

Dean's Forum
Integrating Technology into Preservice Teacher Education
April 26-27, 1996

Friday, April 26th
Red Lion - Lloyd Center –Morrison Room

6:00 - 6:30	Welcome	Seymour Hanfling - Acting Director of NETC and Carol Thomas - Associate Executive Director of NWREL
6:30 - 7:30	Dinner	Morrison Room
7:30 - 9:00	Informal Discussion Groups	Dean's Committee

Saturday, April 27th
Portland State University--Smith Memorial Building, Room 234-236

9:00 - 9:10	Welcome	Seymour Hanfling
9:10 - 9:20	Introduction of Dean's Committee and PSU	Bob Everhart Dean, College of Education Portland State University
9:20 - 9:25	Introduction of Speaker	Seymour Hanfling
9:25 - 10:30	Keynote	Chris Dede George Mason University
10:30- 10:45	BREAK	
10:45 - 11:45	Group Discussions on Instruction and Management	Facilitators: Dean's Committee
11:45 - 12:00	Reimbursement Information	Debbie Miller - NWREL
12:00 - 1:00	LUNCH	
1:00 - 1:20	Summary of Morning Discussions	Facilitators: Dean's Committee
1:20 - 1:45	Looking towards the Future	Chris Dede
1:45 - 2:45	Group Discussions on Financing and External Support	Facilitators: Dean's Committee
2:45 - 3:00	BREAK	
3:00 - 3:20	Summary of Afternoon Discussions	Facilitators: Dean's Committee
3:20 - 3:45	Tomorrow's Steps	Seymour Hanfling
3:45 - 4:00	Conclusion	Seymour Hanfling, Chris Dede and the Dean's Committee

Dean's Committee is composed of:

Bob Everhart, Dean, College of Education, Portland State University
Dale Gentry, Dean College of Education, University of Idaho
Allen Glenn, Dean, College of Education, University of Washington
Dan King, Dean, College of Education, University of Wyoming
Don Robson, Dean, School of Education, University of Montana

Deans Forum II
Integrating Technology into Preservice Teacher Education
August 23-24, 1996
Puget Sound ESD--Burien, Washington

Agenda

Friday, August 23rd **Red Lion - Sea-Tac**

6-6:30 p.m.	Welcome	Seymour Hanfling, Director of NETC
6:30-7:30 p.m.	DINNER	
7:30-9 p.m.	Informal Discussion Groups	Mary Queitzsch

Saturday, August 24th **Puget Sound ESD**

8:30-9 a.m.	BREAKFAST	
9-9:10 a.m.	Welcome	Seymour Hanfling and Mary Queitzsch
9:10-9:20 a.m.	Introduction of Dean's Advisory Committee and the Puget Sound ESD	Allen Glenn, Dean College of Education University of Washington, and Cathy Parise, Program Supervisor Educational Technology, Washington OPI
9:20-9:25 a.m.	Introduction of Keynote Speaker	Allen Glenn
9:25-10:30 a.m.	Keynote	Linda Roberts
10:30-10:45 a.m.	BREAK	
10:45-11:45 a.m.	Group Discussions on Technology Plans	Facilitators: Carol Merz, Dan King, Don Robson
11:45-12 noon	Reimbursement Information	
12 noon-1 p.m.	LUNCH	
1-1:20 p.m.	Summary of Morning Discussions	Facilitators: as above
1:20-1:45 p.m.	Setting the Stage for Assessment	
1:45-2:45 p.m.	Group Discussions on Assessment	Facilitators: Bob Everhart, Dale Gentry, Allen Glenn
2:45-3 p.m.	BREAK	
3-3:20 p.m.	Summary of Afternoon Discussions	Facilitators: same as above
3:20-3:45 p.m.	Tomorrow's Steps	Seymour Hanfling & Mary Queitzsch
3:45-4 p.m.	Conclusion	Ensemble

Dean's Advisory Committee

Bob Everhart, Dean, College of Education, Portland State University
Dale Gentry, Dean College of Education, University of Idaho
Allen Glenn, Dean, College of Education, University of Washington
Dan King, Dean, College of Education, University of Wyoming
Carol Merz, Dean, School of Education, University of Puget Sound
Don Robson, Dean, School of Education, University of Montana

Appendix E

Keynote Speaker Contact Information

Dr. Chris Dede
Graduate School of Education
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
Phone: (703) 993-2019
Email: cdede@gmu.edu
For copies of his papers, visit Http://www.virtual.gmu.edu/index.htm

Dr. Linda Roberts
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Washington, D.C. 20202
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Email: lroberts@ed.gov
For more information, visit Http://www.ed.gov

Appendix F

Evaluation Form for Deans Forum

Deans Forum II
Northwest Educational Technology Consortium
August 23-24, 1996

Evaluation Form

A. Forum Rating

1.	The organization of the forum was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the forum were:	Clearly Evident 7	6	5	4	3	2	Poor 1
3.	The presentation of the speaker was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities presented were:	Very useful 7	6	5	4	3	2	Inappropriate 1
5.	The coverage of the topics was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this forum should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this forum:	Excellent 7	6	5	4	3	2	Poor 1

B. The stronger features of the forum include:

C. The weaker features of the forum include:

D. Any additional comments/suggestions:

Deans Forum II

Northwest Educational Technology Consortium

August 23-24, 1996

Activities and Ideas

In planning the next steps, we need your input. As you talk in groups or brainstorm - please jot down your ideas for future activities involving NETC, schools of education and other resources. We have started the list with some items that we have heard. Please feel free to cross them off the list or make changes.

Remember, ***the deans forum is FOR deans BY deans.*** NETC is offering the ability to organize and guide when needed.

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